



Results of the 2005 Parent Survey

PO Box 11867
Blatt Building, Rm 227
Columbia, SC 29211

www.sceoc.org

April 10, 2006



Digitized by South Carolina State Library

Background

In January 2006 *Education Week* published its annual state report card *Quality Counts 2006: A Decade of Standards-Based-Education*. All states are compared on five indicators: standards and accountability; teacher quality; school climate; equity in allocating resources; and spending. The grade for school climate evaluates states' efforts on engagement and parent involvement and is determined using the following factors:

Engagement	15% of Grade
School Safety	20% of Grade
Parent Involvement	15% of Grade
Choice and Autonomy	20% of Grade
School Size	10% of Grade
Class Size	10% of Grade
School Facilities	10% of Grade

South Carolina received an overall grade of 78 or C + on school climate. On the issue of engagement, South Carolina was one of eighteen states that survey teachers, parents and/or students about school conditions. Regarding parent involvement, South Carolina was one of only 11 states that include information on parent involvement on school report cards. And, on specific indicators of parent involvement, South Carolina ranked accordingly:

Percent of students in schools where a **school official** reported in 2003 that:

	SC 4 th Grade	U.S. 4 th Grade	SC 8 th Grade	U.S. 8 th Grade
Lack of parent involvement is not a problem or is a minor problem	56%	66%	44%	58%
More than half of parents participate in parent-teacher conferences	88%	89%	78%	61%

Clearly, as compared to other states, the lack of parental involvement in the viewpoint of schools officials in South Carolina is a critical issue, especially among officials in South Carolina's middle schools.

Since 2002 South Carolina has collected information on parental involvement and documented parent perceptions of their child's school on the annual school report cards. Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools.

In addition Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the Department of Education to meet these statutory requirements is the annual parent survey.

Annually, during the second semester of the school year, the Department of Education, in cooperation with the EOC, requests that all schools distribute the annual parent survey to the parents or guardians of children in grades five, eight, and eleven, or in the highest grade in the school, excluding schools containing only grades 2 or lower. Annually, an independent contractor mails directly to the schools the actual survey forms along with envelopes to be used in the distribution and collection of the surveys. Two sets of instructions for administering the survey are also included in the packets. A letter from the Executive Director of the EOC to the school principal is included, explaining the history, methodology and importance of the parent survey. In addition to a survey form and envelope, a letter from the state Superintendent of Education is included for every parent. The letter reinforces the importance of completing the survey and offering directions on how to complete and return the survey. Spanish versions of the survey are also provided to the schools. For the first time, the name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Copies of the survey and instructions provided by the Department of Education to schools are in the appendix.

The 2005 administration of the parent survey was impacted adversely by weather conditions. The initial schedule for administration and collection of the parent surveys was as follows:

February 1, 2005	School could begin sending home parent survey forms
February 3, 2005	All schools should receive survey forms
February 23, 2005	Date for parent survey forms to be returned to the school
March 3, 2005	Last day for schools to mail completed survey forms to contractor

However, due to an ice storm in Pennsylvania, where the independent contractor that mails the surveys was located, the shipments were delayed. The administration of the parent surveys was amended accordingly.

February 1, 2005	School could begin sending home parent survey forms or upon receipt of survey forms.
February 10, 2005	All schools should receive survey forms
March 10, 2005	Depending upon when the schools received their shipments, last day for schools to mail completed surveys to contractor was March 10.

As in previous years, the manner of distribution was left to the discretion of the school and/or school district. Parents were given the option of mailing the survey directly to the Department of Education with parents incurring the cost of mailing. Individual school results were tabulated by the Department of Education with the overall satisfaction scores of three questions relating to the school's overall learning environment, home-school relations, and social and physical environment printed on the annual school report cards. For each school, the Department aggregated the responses to the survey questions and provided the summary data to the district office.

As in prior years, the survey instrument contained forty-six questions designed to elicit information on parental perceptions and parental involvement patterns. Parents are asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These questions focus on three key components: learning environment, home-school relations, and the physical and social environment of the school. Under these categories are multiple questions aimed at providing schools information on key parental involvement activities. These components and individual activities reflect the framework devised by Joyce Epstein of the National Network of Partnership Schools.

The survey also contains eight additional questions that are optional but provide important data. Parents are asked four questions about their child – their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions seek information about the parent, his or her gender, race/ethnicity, highest level of education and total yearly household income.

Overview of Prior Parent Survey Results

The annual parent surveys have demonstrated that parents have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. However, consistently, only two-thirds of parents responding to the surveys have had a favorable view of home-school relations at their child's school. The parents' work schedule was consistently the greatest obstacle to their involvement in schools.

In 2004 the EOC analyzed the parent survey response rates by school and determined that while the statewide response rates have increased, less than one-half of the schools which administered the parent survey had a response rate in excess of 50%. This statistic was based upon the number of surveys returned as compared to the 45-day ADM count of either the 5th, 8th, 11th or highest grade in each school. The EOC furnished to each district superintendent a report enumerating the parent response rates for each school in the district. The EOC encouraged superintendents to emphasize the importance of the parent survey and of improving each school's response rates. Finally, the EOC

offered suggestions to the districts on how to improve parent survey responses based upon successful approaches employed in many South Carolina schools.

The following is an analysis of the results of the 2005 parent survey. Because the administration of and format of the survey have not changed over the past four years, the objective of this report is to determine if any trends in parental involvement and parental perceptions of schools can be documented. The following questions are addressed:

1. Compared to prior years, did more or fewer parents respond to the survey in 2005? Why or why not? Were the demographic characteristics of the respondents similar across the years? What is the distribution of response rates by individual schools and by school districts?
2. Compared to prior years, generally, are parents more or less satisfied with their child's school as determined by the learning environment, home-school relations and physical and social environment of the school? If there are changes, can the changes be attributed to any factors as reflected in the data? Are parents whose child attended a school with an absolute performance rating of Unsatisfactory more or less satisfied with their child's school in 2005 than in 2004?
3. Regarding parental involvement, are parents becoming more or less involved in their child's school and education? If not, what obstacles are preventing them, and are these the same obstacles as reported in previous years?

Response Rates

For the third consecutive year the total number of parent surveys returned increased, though slightly, by 0.92%. For comparison purposes, there were 183,877 parent survey forms sent to schools for dissemination. 66,895 or 36.4% of these surveys were returned.

ALL RESPONDENTS

	2005	2004	2003	2002
Total Parent Surveys Returned:	66,895	66,283	64,732	55,864
One or Fewer Questions not Answered	88.30%	86.05%	84.59%	86.44%
Two or Fewer Questions not Answered	91.09%	90.76%	89.14%	91.65%

A more detailed review of the 2005 respondents reveals the following:

ALL RESPONDENTS

	2005	2004	2003	2002
Child in Elementary School	42.53%	42.98%	43.19%	44.37%
Child in Middle School	36.56%	36.79%	37.06%	38.84%
Child in High School	18.58%	17.80%	15.97%	14.87%
No response or invalid response	2.33%	2.42%	3.78%	1.92%

2005

Male	14.20%
Female	83.93%
White	56.56%
Non-White	40.13%

- Over forty percent of all respondents continue to be parents who had a child in elementary school.
- For the third consecutive year, the percentage of parents who had a child in high school and who completed the survey increased.
- As in prior surveys, the respondents were six times more likely to be women than men. In 2005 83.03% of all respondents were female.
- As in prior surveys, in 2005 the majority, 56.56% of all respondents were of white ethnicity.
- When asked about their child's academic success, over half (51.06%) of the respondents who completed the survey reported that their child received mostly A's and B's on his or her last report card. As in prior parent surveys, only three percent of the parents reported that their child received mostly D's and F's on his or her last report card.

ALL RESPONDENTS

Child's Grades on Last Report Card	2005	2004	2003
Mostly A's and B's	51.06%	50.18%	49.65%
Mostly B's and C's	29.57%	29.95%	29.50%
Mostly C's and D's	11.68%	12.29%	12.26%
Mostly D's and F's	3.09%	3.42%	3.05%
No or Multiple Response	4.60%	4.15%	5.54%

- Regarding the educational attainment of the respondents, 82% of the parents who responded to the survey and to this question had completed high school as compared to 76% of the general public of South Carolina.

ALL RESPONDENTS

<u>Question:</u> What is the highest level of education you have completed?	2005	2004	2003	Educational Attainment for Persons 18 Years and Over in SC *
Attended Elementary or High School	13.34%	13.91%	15.00%	23.9%
Completed High School/GED	25.43%	26.12%	25.48%	30.0%
Associate Degree	8.68%	8.53%	8.08%	6.2%
Attended College	21.68%	21.55%	21.26%	21.2%
College Degree	16.55%	16.04%	15.47%	12.6%
Postgraduate Study	8.98%	8.90%	8.48%	6.0%
No or Multiple Response	5.34%	4.96%	6.23%	---

* Source: <http://www.ors2.state.sc.us/abstract/chapter7/education4.asp>
South Carolina Statistical Abstract, 2005.

- Regarding the annual household income of the respondents, in 2005 50.47% of the parents who completed the survey reported having an annual household income in excess of \$35,000 as compared to 49.73% in 2004. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina in 2004 was \$39,837.¹

ALL RESPONDENTS

Annual Household Incomes	2005	2004	2003
Less than \$15,000	12.98%	13.22%	13.12%
\$15,000 to \$24,999	14.11%	15.00%	14.78%
\$25,000 to \$34,999	13.64%	13.50%	13.40%
\$35,000 to \$54,999	17.13%	17.71%	17.90%
\$55,000 to \$75,000	14.39%	13.87%	13.86%
More than \$75,000	18.95%	18.15%	16.78%
No or multiple response	8.80%	8.55%	10.16%

¹ Peter Fronczek, "Income, Earnings, and Poverty from the 2004 American Community Survey," U.S. Census Bureau, August 2005, <http://www.census.gov/prod/2005pubs/acs-01.pdf>.

The overall response rate of all parents is important in evaluating parental perceptions and parental involvement from a statewide perspective. However, at the individual school site, the issue is: are schools receiving an adequate number of surveys to determine parental perceptions and to evaluate parental involvement efforts. The following chart is a distribution of schools based on the number of surveys returned at the individual school.

	2005	2004
Number of Parent Surveys Returned	Number of Schools*	Number of Schools *
Greater than 350	3	1
300 to 350	0	2
250 to 299	4	4
200 to 249	12	8
150 to 199	36	36
100 to 149	107	115
50 to 99	401	384
25 to 49	335	319
Less than 25	179	159
TOTAL	1077	1028

* Excludes vocational centers and K-1, K-2 and 1-2 schools.

In analyzing response rates by schools, the total number of parent surveys returned at schools was compared to the actual number of forms sent to each school. The data shows that one-third or 33% of schools had a return rate in excess of 50%.

Survey Return Rate	Number Schools	Mean Enrollment Schools	% of Total Schools
Greater than 90%	4	234	0.37%
80 to 89%	18	395	1.67%
70 to 79%	55	438	5.11%
60 to 69%	115	485	10.68%
50 to 59%	164	527	15.23%
40 to 49%	221	536	20.52%
30 to 39%	194	613	18.01%
20 to 29%	157	703	14.58%
10 to 19%	110	772	10.21%
Less than 10%	39	1077	3.62%
TOTAL	1077		

* Excludes vocational centers and K-1, K-2 and 1-2 schools. Enrollment based on 2005 annual school report cards.

Also calculated was the mean enrollment of the schools in each category of response. The data reveal that the lower the school size, the higher the parent response rate.

Finally, the response rates were analyzed to determine district response rates. For the 2005 parent survey response, the total number of parent survey forms sent to all schools in a district was compared to the total number of forms returned to determine the response rates by district. As the following table illustrates, only five school districts had a response rate in excess of 50%. The district with the highest return rate was Greenwood 51 at 54.5% and the lowest return rate was in Newberry with 19.9%.

Districts	Response Rates of:	Number Districts
Greenwood 51, Spartanburg 3, Hampton 1, Greenwood 52, Marion 1	More than 50%	5
Florence 2, Dillon 3, Marion 2, Lancaster, Oconee, Barnwell 45, Dillon 1, Laurens 55, Anderson 3, Barnwell 29	45 to 50%	10
Spartanburg 1, Saluda, Spartanburg 2, Barnwell 19, Clarendon 2, Laurens 56, Union, Aiken, Abbeville, Florence 5, Spartanburg 5, Charleston, McCormick, York 1, Florence 4, Clarendon 3	40 to 45%	16
York 4, Orangeburg 3, Chesterfield, Bamberg 1, Cherokee, Lexington 4, Richland 2, Richland 1, Lee, York 2, Dorchester 2, Pickens, Marion 7 Anderson 5, Spartanburg 4, Dillon 2, Sumter 2, Berkeley, Greenwood 50, Florence 3, Chester, Darlington	35% to 40%	22
Williamsburg, Lexington 3, Edgefield, Spartanburg 6, Anderson 1, Horry, Calhoun, Greenville, York 3, Kershaw, Fairfield, Anderson 2, Beaufort, Sumter 17, Florence 1, Georgetown, Hampton 2, Orangeburg 5, Jasper, Anderson 4, Spartanburg 7	30 to 35%	21
Lexington 1, Clarendon 1, Colleton, Marlboro, Lexington 5, Allendale, Orangeburg 4, Lexington 2	20 to 25%	8
Bamberg 2, Dorchester 4, Newberry	Less than 25%	3

Parent Perceptions of Their Child's School

On the annual school report cards, parental responses to three questions are published. These questions were designed to measure parent perception of the learning environment, the home-school relations, and the physical and social environment of their child's school. An analysis of the responses to these questions and a comparison of the responses to prior surveys follow:

Learning Environment

Question 5: I am satisfied with the learning environment at my child's school.	2005	2004	2003	2002
Agree or Strongly Agree	81.16%	80.94%	80.13%	80.61%
Disagree or Strongly Disagree	14.57%	15.03%	15.53%	15.50%

In 2005 81.16% of all respondents either agreed or strongly agreed with this statement while 14.57% of all respondents disagreed or strongly disagreed. In 2005 slightly more parents had a positive perception of the learning environment at their child's school. Analyzing the results across selected variables revealed the following:

Parents of/with:	Agree or Strongly Agree			Disagree or Strongly Disagree		
	2005	2004	2003	2005	2004	2003
White Ethnicity	82.24%	82.08%	81.49%	14.39%	15.01%	15.43%
Non-White Ethnicity	80.67%	80.21%	79.93%	14.40%	14.78%	15.35%
Child in Elementary School	85.52%	86.54%	85.69%	11.16%	10.57%	11.11%
Child in Middle School	77.85%	76.77%	76.11%	17.55%	18.77%	19.39%
Child in High School	78.89%	77.12%	76.38%	16.24%	18.07%	18.81%
Child Making A's or B's	83.56%	83.54%	82.85%	12.83%	13.25%	13.77%
Child Making C's or Below	70.32%	70.00%	69.58%	23.60%	23.91%	24.50%
Household Income > \$35,000	82.35%	82.19%	81.36%	14.60%	14.89%	15.68%
Household Income < \$35,000	80.83%	80.56%	80.11%	14.19%	16.00%	15.19%
Some College Education	81.25%	80.94%	80.54%	15.38%	13.69%	16.16%
High School or Less Education	81.92%	81.64%	80.87%	13.19%	14.63%	14.63%

Parents of a child in elementary school or parents whose child made A's or B's had more favorable perceptions of their child's learning environment than all other parents. However, the favorable perception of parents whose child attended an elementary school declined for the first time since 2003. And, favorable perceptions of the learning environment at middle and high schools increased for the second consecutive year.

Comparing incomes and ethnicity, there was little difference in parental perceptions of the learning environment at their child's school. Only parents with some college education expressed more disagreement with the statement than did parents without any college education. Compared to the responses from the prior years, parent satisfaction with the learning environment at their child's school remained overwhelmingly positive and consistent.

Home-School Relations

Question 16: I am satisfied with home-school relations at my child's school.	2005	2004	2003	2002
Agree or Strongly Agree	67.84%	66.90%	66.76%	68.59%
Disagree or Strongly Disagree	17.66%	18.16%	18.63%	18.76%

In 2005 67.84% of all respondents agreed or strongly agreed with this statement while 17.66% disagreed or strongly disagreed. Breaking down the responses across selected variables revealed the following:

Parents of/with:	Agree or Strongly Agree			Disagree or Strongly Disagree		
	2005	2004	2003	2005	2004	2003
White Ethnicity	69.64%	68.76%	68.55%	17.88%	18.87%	19.17%
Non-White Ethnicity	66.28%	65.32%	65.77%	17.08%	16.92%	17.85%
Child in Elementary School	74.17%	74.22%	74.19%	12.51%	12.41%	13.21%
Child in Middle School	63.23%	62.01%	61.75%	21.37%	22.24%	22.85%
Child in High School	63.13%	60.54%	59.82%	22.22%	23.72%	24.20%
Child Making A's or B's	69.96%	69.10%	69.16%	16.39%	16.89%	17.23%
Child Making C's or Below	58.43%	57.93%	57.02%	24.73%	24.87%	26.54%
Household income > \$35,000	70.14%	69.09%	69.11%	17.66%	18.41%	18.96%
Household income < \$35,000	66.68%	66.02%	65.94%	17.43%	17.66%	18.22%
Some College Education	68.87%	67.97%	68.26%	18.38%	19.22%	19.49%
High School or Less Education	67.37%	66.33%	66.02%	16.51%	16.76%	17.76%

Again, the above breakdown reflects similar perceptions of parents of home-school relations as in prior surveys. While the percentage of parents who were satisfied with home-school relations increased slightly, one out of every five parents whose child attended a middle or high school in South Carolina was not satisfied with home school relations. Typically, parents with household incomes of greater than \$35,000 had more positive perceptions of home-school relations than parents with an annual household income of less than \$35,000. However, negative perceptions of these same parents were virtually identical. And, parents whose children were making C's or less had the most negative perception of home-school relations. Education attainment of parents had little impact on satisfaction levels.

Social and Physical Environment

Question 21: I am satisfied with the social and physical environment at my child's school.	2005	2004	2003	2002
Agree or Strongly Agree	77.67%	76.99%	77.25%	77.94%
Disagree or Strongly Disagree	16.12%	16.76%	16.20%	16.07%

In 2005 77.67% of all respondents either agreed or strongly agreed with this statement while 16.126% disagreed or strongly disagreed. These figures reflect a slight improvement in parental perceptions of the social and physical environment at their child's school from the prior year's study. Breaking down the responses across selected variables revealed the following.

Parents of/with:	Agree or Strongly Agree			Disagree or Strongly Disagree		
	2005	2004	2003	2005	2004	2003
White Ethnicity	78.91%	78.27%	79.17%	16.41%	16.98%	16.03%
Non-White Ethnicity	76.86%	76.23%	76.25%	15.52%	16.16%	16.32%
Child in Elementary School	85.47%	85.22%	85.04%	9.97%	10.36%	10.39%
Child in Middle School	72.24%	71.37%	71.96%	20.77%	21.62%	20.91%
Child in High School	71.53%	70.06%	70.53%	21.11%	21.98%	21.67%
Child Making A's or B's	79.28%	78.75%	79.25%	15.36%	15.92%	15.38%
Child Making C's or Below	70.86%	70.01%	70.15%	20.87%	21.41%	21.03%
Family Income > \$35,000	79.89%	78.70%	79.48%	15.86%	16.81%	15.99%
Family Income < \$35,000	76.47%	76.37%	76.61%	16.16%	16.33%	15.92%
Some College Education	78.65%	77.88%	78.33%	16.78%	17.55%	16.82%
High School or Less Education	77.26%	76.66%	77.12%	15.16%	15.53%	15.48%

Overwhelmingly, parents who had a child in elementary school were more satisfied with the social and physical environment of their child's school than parents whose child attended a middle or high school. Socioeconomic factors did not appear to affect satisfaction levels.

On a statewide basis, parent perceptions of the learning environment, of home-school relations and of the social and physical environment of their child's school were overwhelmingly positive between 2002 and 2005. However, the trend remains that only two-thirds of parents who responded to the survey were satisfied with home-school relations. And, of those parents whose children made C's or below on their most recent report card, between one-fourth and one-fifth of all parents were not satisfied with home-school relations or with the learning environment at their child's school. The data also consistently revealed that parents of middle and high school students had more negative perceptions of all

three indicators than did parents of elementary students. These findings are consistent with those of prior parent surveys.

The following analysis seeks to determine if there are any differences in parental perceptions across schools based on the absolute performance rating of their child's school and what, if any, changes occurred since 2004 and if there are any trends over the past three years. Again, questions 5, 16, and 21 are analyzed.

Question 5: I am satisfied with the learning environment at my child's school.

Parents whose child attends a school rated:	Agree or Strongly Agree				Disagree or Strongly Disagree			
	2005	2004	2003	2002	2005	2004	2003	2002
Excellent	85.61%	86.28%	87.05%	87.81%	11.11%	10.65%	10.10%	9.73%
Good	84.58%	83.40%	82.56%	83.06%	12.11%	13.29%	13.77%	13.36%
Average	81.06%	78.94%	77.51%	78.75%	14.57%	17.01%	18.18%	17.13%
Below Average	75.05%	70.89%	70.89%	70.55%	20.01%	23.61%	23.53%	23.95%
Unsatisfactory	66.38%	61.30%	62.88%	65.20%	27.63%	32.19%	30.97%	28.41%

In 2005 parental satisfaction with the learning environment improved for parents whose child attended a school with an absolute performance rating of Good, Average, Below Average or Unsatisfactory. Compared to the prior parent survey, the greatest improvement in parent satisfaction came from parents whose child attended a school with an absolute rating of Below Average or Unsatisfactory. Clearly, these parents did perceive that the learning environment at their child's schools were generally better than the parents who completed the survey in 2004.

Question 16: I am satisfied with home-school relations at my child's school.

Parents whose child attends a school rated:	Agree or Strongly Agree				Disagree or Strongly Disagree			
	2005	2004	2003	2002	2005	2004	2003	2002
Excellent	71.57%	71.63%	72.27%	74.65%	15.93%	15.54%	15.21%	15.03%
Good	70.30%	68.58%	68.57%	70.06%	16.21%	16.94%	17.57%	17.85%
Average	67.59%	64.99%	64.42%	67.34%	17.32%	19.66%	20.64%	19.71%
Below Average	63.43%	59.50%	59.98%	63.21%	20.70%	23.09%	23.59%	22.28%
Unsatisfactory	58.37%	57.42%	56.08%	58.96%	25.42%	25.91%	27.90%	26.94%

Again, since 2002, the parent survey has demonstrated that parental satisfaction with home-school relations improves as the absolute performance rating of the school improves. As compared to the prior year, the percentage of parents who expressed satisfaction with home-school relations at their child's school did not significantly change. The largest improvements occurred with parents whose child attended a school with an absolute rating of Average or Below Average. Still, however, one in four parents whose child attended a school with an absolute rating of Unsatisfactory expressed dissatisfaction with home-school relations.

Question 21: I am satisfied with the social and physical environment at my child's school.

Parents whose child attends a school rated:	Agree or Strongly Agree				Disagree or Strongly Disagree			
	2005	2004	2003	2002	2005	2004	2003	2002
Excellent	82.43%	83.60%	85.42%	86.71%	13.16%	11.76%	10.56%	9.61%
Good	82.49%	80.31%	80.69%	80.71%	12.44%	14.36%	13.52%	13.74%
Average	77.87%	74.93%	74.08%	76.05%	15.89%	18.51%	19.20%	17.42%
Below Average	69.36%	63.40%	65.34%	66.42%	22.82%	28.47%	26.64%	25.70%
Unsatisfactory	60.58%	53.88%	57.37%	60.50%	31.27%	35.50%	34.84%	31.31%

On the issue of the social and physical environment, again, as compared to the prior year, parents whose child attended a school with an absolute performance rating of Good, Average, Below Average or Unsatisfactory expressed greater satisfaction with the social and physical environment of their child's school. The most significant improvement in parental satisfaction with the social and physical environment at their child's school was expressed by parents whose child attended a school with an absolute rating of Unsatisfactory. The only decline in parent perceptions was for parents whose child attends a school with an absolute rating of Excellent. Still, almost one-third of all parents whose child attended a school with an absolute performance rating of Unsatisfactory were dissatisfied with the social and physical environment of their child's school. Overall, the historical trend continues – parental satisfaction with the social and physical environment of their child's school improves as the absolute performance rating of the school improves.

Parental Involvement Programs and Initiatives

The second objective of the parent survey is to determine the effectiveness of state and local efforts to increase parental involvement. The survey instrument includes individual questions to elicit detailed information on the learning environment, home-school relations, and social and physical environment of

schools. At the school level responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provides policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis again focuses on the learning environment, home-school relations, and the social and physical environment of schools.

Learning Environment: In 2005 parents responded accordingly to the following questions regarding the learning environment of their child's school. Responses to the prior surveys are included for comparison purposes:

LEARNING ENVIRONMENT	Agree or Strongly Agree				Disagree or Strongly Disagree			
	2005	2004	2003	2002	2005	2004	2003	2002
My child's teachers give homework that helps my child learn.	88.42%	89.07%	88.12%	89.38%	7.59%	6.97%	7.73%	7.55%
My child's school has high expectations for student learning.	87.66%	88.18%	87.49%	88.40%	8.02%	7.44%	7.92%	8.03%
My child's teachers encourage my child to learn.	87.74%	88.11%	87.52%	88.83%	7.00%	6.61%	7.16%	6.87%
My child's teachers provide extra help when my child needs it.	76.40%	75.61%	75.56%	77.42%	14.24%	14.48%	15.24%	14.27%

The data is consistent across the four years. Parents overwhelmingly feel that their child's teacher or teachers provide the academic assistance necessary to provide a positive learning environment. The one area that parents consistently would like more assistance in the provision of extra help for their child.

Home-School Relations: Based on national research and the results of South Carolina's annual parent surveys, parents with children in middle or high school are less satisfied with home-school relations than parents of elementary age children. Many educators and parents contend that this decline is attributed to the growing independence of students and to the fact that students have multiple teachers in the upper grades. Maintaining communication between home and school is physically more difficult in middle and high schools.

Ten statements were included in the parent survey to highlight issues of home-school relations. The responses to these statements were analyzed and the data reflected in the following tables. Because one-third of all parents had a negative view of home-school relations, the percentage of parents who disagreed or strongly disagreed with the individual statements was analyzed across the three years according to the child's school level.

Table A
Disagree or Strongly Disagree
Parents of Children in Elementary Schools

	2005	2004	2003	2002
My child's teachers contact me to say good things about my child.	33.28%	33.48%	33.54%	31.74%
My child's teachers tell me how I can help my child learn.	22.73%	22.24%	22.33%	20.26%
My child's teachers invite me to visit my child's classrooms during the school day.	26.51%	26.81%	27.19%	25.87%
My child's school returns my phone calls or e-mails promptly.	11.44%	11.08%	11.26%	11.01%
My child's school includes me in decision-making.	21.59%	22.02%	21.65%	21.48%
My child's school gives me information about what my child should be learning in school.	14.33%	13.88%	13.94%	13.71%
My child's school considers changes based on what parents say.	23.15%	23.47%	23.32%	23.55%
My child's school schedules activities at times that I can attend.	16.14%	16.29%	16.76%	17.18%
My child's school treats all students fairly.	15.42%	15.71%	17.09%	16.45%
My principal at my child's school is available and welcoming.	9.37%	8.93%	9.46%	8.98%

Historically, parents whose child attends an elementary school expressed the following dissatisfaction with home-school relations at their child's school:

- One-third of the parents did not feel that their child's teacher contacted them to say good things about their child;
- On academic achievement, more than one out of every five parents did not feel that their child's teacher told them how to assist their child nor did the teacher invite them to attend the classroom during the school day.
- Less than one out of every six parents (14.33%) felt that the school did not give them information about what their child should be learning in school.
- On school decision-making issues, one out of every five parents did not feel that their child's school included them in decision-making and did not consider changes based on what parents say.
- Compared to 2002, because a smaller percentage of parents disagreed or strongly disagreed that their child's school scheduled activities at times that they could attend, schools appear to be doing a better job of scheduling activities at convenient times in elementary schools.
- Consistently, parental responses to these ten questions were similar throughout the four-year period.

Table B
Disagree or Strongly Disagree
Parents of Children in Middle Schools

	2005	2004	2003	2002
My child's teachers contact me to say good things about my child.	51.59%	52.76%	53.22%	52.50%
My child's teachers tell me how I can help my child learn.	40.17%	39.81%	41.04%	39.33%
My child's teachers invite me to visit my child's classrooms during the school day.	46.90%	46.91%	48.06%	47.93%
My child's school returns my phone calls or e-mails promptly.	19.55%	19.66%	20.54%	20.74%
My child's school includes me in decision-making.	33.08%	33.98%	34.30%	33.97%
My child's school gives me information about what my child should be learning in school.	26.09%	26.28%	26.93%	26.86%
My child's school considers changes based on what parents say.	33.59%	34.03%	34.22%	35.17%
My child's school schedules activities at times that I can attend.	21.70%	21.35%	21.52%	22.02%
My child's school treats all students fairly.	26.34%	26.64%	28.58%	29.17%
My principal at my child's school is available and welcoming.	14.05%	13.92%	14.11%	14.44%

Historically, parents whose child attends a middle school expressed the following dissatisfaction with home-school relations at their child's school:

- Over half (51.59%) of all the parents did not feel that their child's teacher contacted them to say good things about their child;
- On academic achievement, more than four out of every ten parents did not feel that their child's teacher told them how to assist their child nor did the teacher invite them to attend the classroom during the school day.
- More than one out of every four parents (26.09%) did not feel that the school gave them information about what their child should be learning in school.
- On school decision-making issues, one out of every three parents did not feel that their child's school included them in decision-making and did not consider changes based on what parents say.
- Compared to the parents whose child attended an elementary or high school, scheduling of activities in middle schools at convenient times for parents continues to be an issue.
- Consistently, parental responses to these ten questions were similar throughout the four-year period.

Table C
Disagree or Strongly Disagree
Parents of Children in High Schools

	2005	2004	2003	2002
My child's teachers contact me to say good things about my child.	53.91%	56.17%	56.85%	56.40%
My child's teachers tell me how I can help my child learn.	48.99%	50.33%	51.12%	51.34%
My child's teachers invite me to visit my child's classrooms during the school day.	56.34%	57.45%	58.67%	57.41%
My child's school returns my phone calls or e-mails promptly.	21.61%	22.56%	24.44%	24.64%
My child's school includes me in decision-making.	36.87%	39.42%	39.99%	40.33%
My child's school gives me information about what my child should be learning in school.	28.58%	30.04%	32.04%	33.65%
My child's school considers changes based on what parents say.	35.11%	37.36%	37.78%	39.32%
My child's school schedules activities at times that I can attend.	20.45%	21.18%	21.40%	22.68%
My child's school treats all students fairly.	27.78%	29.33%	32.90%	34.62%
My principal at my child's school is available and welcoming.	15.63%	17.01%	18.40%	18.45%

Historically, parents whose child attended a high school expressed the following dissatisfaction with home-school relations at their child's school:

- Over half (53.91%) of all the parents did not feel that their child's teacher contacted them to say good things about their child;
- On academic achievement, almost one half of the parents did not feel that their child's teacher told them how to assist their child nor did the teacher invite them to attend the classroom during the school day.
- More than one out of every four parents (28.58%) did not feel that the school gave them information about what their child should be learning in school.
- On school decision-making issues, one out of every three parents did not feel that their child's school included them in decision-making and did not consider changes based on what parents say.
- Compared to 2002, because a smaller percentage of parents disagreed or strongly disagreed that their child's school scheduled activities at times that they could attend, schools appear to be doing a better job of scheduling activities at convenient times in high schools.

- Unlike survey respondents whose child attended an elementary or middle school, parents whose child attended a high school expressed more satisfaction with all ten questions regarding home-school relations in 2005 than parents of high schools students who responded in 2004.

In summary, parents continue to express concern over two key issues: being involved in decision making and decisions affecting their school; and having information about what their child should be learning. Parents of older children felt less involved in these critical areas of their child's education.

Social and Physical Environment: The parent survey includes four statements that describe the social and physical environment of a child's school. The responses to those statements as well as the results from the 2004, 2003 and 2002 surveys are below:

SOCIAL & PHYSICAL ENVIRONMENT	Agree or Strongly Agree				Disagree or Strongly Disagree			
	2005	2004	2003	2002	2005	2004	2003	2002
My child's school is kept neat and clean.	87.57%	87.72%	86.90%	86.67%	8.32%	8.25%	8.89%	9.61%
My child feels safe at school.	86.30%	85.91%	85.68%	85.53%	9.82%	9.96%	9.79%	10.73%
My child's teachers care about my child as an individual.	78.34%	77.55%	77.01%	76.57%	11.34%	11.75%	12.40%	11.79%
Students at my child's school are well behaved.	55.41%	53.38%	54.05%	54.69%	29.38%	29.99%	29.91%	29.74%

As in prior years, parents were generally quite satisfied with their child's social and physical environment. Parents overwhelmingly were satisfied with the cleanliness and safety of the school as well as the care that teachers gave their child. The one area of concern remains student behavior where almost three in ten parents pointed to student behavior as an area of concern.

The next analysis deals with the parents' responses to questions regarding specific parental involvement activities and/or parenting activities in which the respondents participate. It should be emphasized that the results are self-reported. As Table D illustrates, the percentage of parents in 2005 who responded "I do this" to each of the thirteen areas of parental involvement is less

than 2% different from the responses to the 2004, 2003 and 2002 parent surveys on each question.

Table D

"I do this"	<i>Percentage Responding</i>			
	2005	2004	2003	2002
Attend open houses or parent-teacher conferences	76.18%	77.77%	76.63%	76.99%
Attend student programs or performances	74.52%	75.27%	76.17%	77.15%
Volunteer for the school	40.73%	41.23%	40.91%	41.49%
Go on trips with my child's school	34.88%	34.29%	34.57%	34.44%
Participate in School Improvement Council Meetings	13.14%	12.03%	11.99%	12.26%
Participate in Parent-Teacher-Student Organizations	36.85%	38.70%	37.81%	38.48%
Participate in school committees	18.00%	17.61%	17.47%	17.42%
Attend parent workshops	24.50%	24.75%	24.41%	25.45%
Visit my child's classrooms during the school day	34.28%	34.57%	35.19%	35.79%
Contact my child's teachers about my child's schoolwork.	72.41%	72.51%	71.99%	71.31%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	81.70%	82.77%	80.80%	81.00%
Make sure my child does his/her homework.	93.08%	93.62%	92.63%	92.81%
Help my child with homework when he/she needs it.	92.20%	92.76%	91.63%	92.18%

In addition to responding "I do this," parents may respond, "I don't do this and I don't care to." Table E that follows summarizes this information.

Table E

"I don't do this and I don't care to"	<i>Percentage Responding</i>	
	2005	2004
Attend open houses or parent-teacher conferences	3.54%	3.27%
Attend student programs or performances	3.43%	3.27%
Volunteer for the school	18.51%	18.06%
Go on trips with my child's school	14.62%	14.72%
Participate in School Improvement Council Meetings	29.21%	29.77%
Participate in Parent-Teacher-Student Organizations	21.57%	21.34%
Participate in school committees	30.06%	30.83%
Attend parent workshops	16.58%	16.48%
Visit my child's classrooms during the school day	12.96%	12.19%
Contact my child's teachers about my child's schoolwork.	4.59%	4.55%

Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	6.75%	6.38%
Make sure my child does his/her homework.	1.55%	1.39%
Help my child with homework when he/she needs it.	1.47%	1.32%

Few parents expressed reluctance to attend open houses or parent-teacher conferences, to contact their child's teacher, to assist their child with homework, or to monitor their child's time. The responses showed strong parental involvement desires in these areas. However, the percentage of parents attending student programs or performance has steadily declined since 2002 from 76.99% in 2002 to 74.52% in 2005. Parents were also less likely to participate in school committees including School Improvement Councils (SICs) and PTA/PTOs than in working directly with their child and his or her teacher. Interestingly, as in prior parent surveys, while parents reflected that they wanted to be involved in decision-making at their child's school, a significant number of parents did not want to be involved in school committees or SICs which are decision making bodies composed of parents. Responses to these questions at individual schools can assist principals in communicating the functions of SICs and committees to address parental concerns.

The next analysis seeks to determine if there are any differences in parental involvement across schools based on the absolute performance rating of their child's school. This is the first year that this evaluation has been conducted. Questions 22 through 29 of the parent survey were analyzed. These questions reflect parental involvement at the school site. It should be emphasized that the parents self-report their involvement at the school site.

As Tables F and G illustrate, a greater percentage of parents completing the survey and having a child who attended a school with an absolute rating of Excellent or Good reported that they were involved in school-based activities. A greater percentage of these parents reported attending open houses, parent-teacher conferences or student programs, volunteering at their child's school, and participating on school committees including School Improvement Councils. However, proportionately, twice as many parents whose child attended a school with an absolute rating of Unsatisfactory responded they there were not involved in these activities but wanted to. Over half of these parents did not volunteer in their child's school, go on school trips, participate in school committees, participate in the School Improvement Council, or attend parent workshops but wanted to.

TABLE F
Percentage of Parents Responding Whose Child Attended in 2005 a School
with an Absolute Rating of:

"I do this"	Excellent	Good	Average	Below Average	Unsatisfactory
Attend open houses or parent-teacher conferences	80.41%	83.09%	79.50%	71.64%	62.77%
Attend student programs or performances	80.40%	81.47%	77.89%	69.45%	58.73%
Volunteer for the school	49.40%	47.86%	41.77%	33.01%	26.54%
Go on trips with my child's school	41.87%	41.10%	36.20%	28.06%	21.67%
Participate in School Improvement Council Meetings	12.51%	12.04%	14.18%	15.56%	17.45%
Participate in Parent-Teacher-Student Organizations	43.80%	40.31%	36.98%	34.13%	33.28%
Participate in school committees	23.10%	20.67%	17.52%	14.71%	16.22%
Attend parent workshops	24.11%	25.14%	26.19%	26.15%	26.54%

TABLE G
Percentage of Parents Responding Whose Child Attended in 2005 a School
with an Absolute Rating of:

“I don’t do this but I would like to”	Excellent	Good	Average	Below Average	Unsatisfactory
Attend open houses or parent- teacher conferences	14.10%	13.31%	16.68%	23.82%	32.33%
Attend student programs or performances	14.31%	14.68%	18.03%	24.91%	34.77%
Volunteer for the school	28.37%	31.92%	37.15%	43.44%	50.28%
Go on trips with my child's school	34.41%	40.69%	45.89%	51.04%	56.71%
Participate in School Improvement Council Meetings	42.79%	48.18%	51.47%	54.88%	59.46%
Participate in Parent-Teacher- Student Organizations	28.67%	34.02%	38.24%	44.68%	48.90%
Participate in school committees	34.25%	39.55%	44.40%	50.22%	53.69%
Attend parent workshops	36.25%	40.31%	43.31%	46.98%	50.77%

The following analysis focuses on the response of “I don’t do this and I don’t care to” to these same parental involvement questions. As Table H documents, parents whose child attended a school with an absolute rating of Unsatisfactory were significantly less likely than all other parents to express opposition to participating in School Improvement Councils and PTO/PTAs and attending parent workshops. In fact, the data reveal that the higher the absolute performance rating, the fewer the percentage of parents who wanted to participate in these committees and to volunteer in their child’s school.

TABLE H
Percentage of Parents Responding Whose Child Attended in 2005 a School
with an Absolute Rating of:

"I don't do this and I don't care to"	Excellent	Good	Average	Below Average	Unsatisfactory
Attend open houses or parent- teacher conferences	4.65%	2.91%	3.11%	3.65%	3.57%
Attend student programs or performances	4.40%	2.76%	2.90%	3.93%	4.17%
Volunteer for the school	20.09%	18.49%	18.73%	19.43%	16.22%
Go on trips with my child's school	18.52%	14.19%	13.60%	15.07%	13.68%
Participate in School Improvement Council Meetings	39.61%	34.06%	28.82%	23.20%	17.10%
Participate in Parent-Teacher- Student Organizations	24.61%	23.90%	22.66%	18.75%	14.27%
Participate in school committees	36.45%	34.33%	30.79%	25.49%	18.94%
Attend parent workshops	23.20%	18.72%	15.55%	13.30%	10.00%

When looking at the obstacles to parental involvement, the survey again showed parents perceived that their work was the most common obstacle to their involvement at their child's school. Again, almost one-third of the respondents also indicated that information on how to become involved either does not get to them or gets to them late. The obstacles are consistent across the four years.

Percentage Replying "True" to these questions

	2005	2004	2003	2002
Lack of transportation reduces my involvement	12.31%	12.47%	12.59%	12.61%
Family health problems reduce my involvement.	15.41%	14.88%	15.43%	15.46%
Lack of available care for my children or other family members reduces my involvement.	15.87%	15.49%	15.27%	15.25%
My work schedule makes it hard for me to be involved.	55.54%	56.23%	56.97%	57.91%
The school does not encourage my involvement.	20.04%	20.35%	20.10%	19.68%
Information about how to be involved either comes too late or not at all.	28.31%	29.11%	29.07%	28.71%
I don't feel like it is appreciated when I try to be involved.	14.08%	14.08%	14.24%	13.89%

Parents were also asked several questions about their child's school and its efforts in increasing parental involvement. Consistently, about one-fourth rated their child's school's efforts at parental involvement as only "okay."

Percentage (%) of Parents who responded:

	Very Good or Good				Bad or Very Bad				Okay			
	2005	2004	2003	2002	2005	2004	2003	2002	2005	2004	2003	2002
School's overall friendliness.	73.06	72.56	70.83	71.67	3.21	3.37	3.57	3.63	22.25	22.10	22.61	23.07
School's interest in parents' ideas and opinions.	55.74	54.49	53.33	54.60	9.15	9.70	9.85	10.03	32.45	32.54	32.70	32.77
School's effort to get important information from parents.	61.49	60.18	58.89	58.54	8.77	9.32	9.34	10.04	27.49	27.60	27.97	28.82
The school's efforts to give important information to parents.	66.21	65.27	64.30	64.81	7.75	8.02	8.10	8.36	24.11	24.16	24.12	24.61
How the school is doing overall.	68.22	67.73	66.56	67.31	4.81	4.96	5.09	5.33	25.11	25.01	24.91	25.14

Conclusions and Policy Implications

1. For the third consecutive year the total number of parents who completed and returned the annual parent survey in South Carolina increased. The Education Oversight Committee recommends that principals and schools continue to encourage parents to complete the survey and to communicate to parents the importance of the information to be obtained from the survey. Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.
2. While statewide response rates have increased, at the individual school level only one-third of the schools which administered the parent survey had a response rate in excess of 50%. At the district level, only five districts had a total parent response rate in excess of 50%. In 2005 the response rate was determined as the percentage of the total number of parent surveys returned at schools or districts compared to the actual number of forms sent to each school and to all schools in the district.
3. The EOC should again contact each district superintendent to report the parent response rates for each school in the district and to encourage superintendents about the importance of the parent survey responses. This information was mailed last spring. A follow-up letter to district superintendents prior to the administration of the survey in 2007 might also be warranted.
4. Parents continue to have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school.
5. For the fourth consecutive year, only two-thirds of parents responding to the survey had a favorable view of home-school relations at their child's school. The problems with home-school relations were further evidenced in the 2005 *Quality Counts* data. The percentage of school officials in South Carolina who expressed concern about the lack of parental involvement efforts at the fourth and eight grades exceeded the national average.
6. While the parents who completed the survey in 2005 are overall different individuals, these parents had many characteristics in common with those parents who responded in the prior years. As the data reveal, respondents in prior years had children in the same type of schools, had similar socioeconomic characteristics and reported the same level of parental involvement in their child's school.

7. Parent perceptions of their child's school among parents whose child attended a school with an absolute performance rating of Unsatisfactory improved significantly in 2005. The increase occurred in all three components: learning environment, home-school relations, and the physical and social environment of the school.
8. In 2005 parents reported their involvement in school activities and functions at the same level as documented in 2002, 2003 and 2004. An initial analysis of parental involvement across schools based on the absolute performance rating of the schools was conducted and revealed that parents whose child attended a school with an absolute performance rating of Unsatisfactory were more likely than any other parents who responded to the survey to express a desire to become involved in school committees including PTO/PTA and School Improvement Council.
9. As in prior years, parents noted that their work schedule was the greatest obstacle to their involvement.
10. Parents continue to express concern over three key issues: student behavior; lack of being involved in decision making and decisions affecting their school; and lack of having information about what their child should be learning.
11. The results of the 2005 parent survey will be distributed to the Department of Education for consideration and use in assisting schools and school districts parental involvement initiatives and programs and in devising statewide parental involvement programs. The EOC would respectfully ask that the Department of Education provide to the EOC a response as to how the agency will incorporate the results of this report in its training programs pursuant to Section 59-28-140 and in staff development and technical assistance to school districts and school liaisons pursuant to Section 59-28-150.

APPENDIX

2005 SCHOOL REPORT CARD TEACHER, STUDENT, AND PARENT SURVEYS

SCHEDULE

Teacher Surveys – on SCTL.com website

February 1, 2005 – Website opens for teacher's survey.

February 28, 2005 – Website closes.

Student & High School Student Surveys – paper forms

February 1, 2005 – Schools can begin to administer student surveys.

March 3, 2005 – Last day for schools to mail completed survey forms to contractor.

Parent Surveys – paper forms

February 1, 2005 – Schools can begin to send home parent survey forms.

February 23, 2005 – Due date for parent survey forms to be returned to the school.

March 3, 2005 – Last day for schools to mail completed survey forms to contractor.

Last updated 12/22/04

ADMINISTRATION OF THE 2005 REPORT CARD SURVEYS



The Education Accountability Act of 1998 specifies that “school report cards should include information in such areas as...evaluations of the school by parents, teachers, and students.” To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home-school relations, the school’s learning environment, and the school’s social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, and school community groups in their efforts to identify areas for improvement. Results will also appear on the school report cards.

SCHEDULE

Teacher Surveys – on www.SCTLc.com website

February 1, 2005 – Website opens.
February 28, 2005 – Website closes.

Student & High School Student Surveys – paper forms

February 1, 2005 – Schools can begin to administer surveys to students.
March 3, 2005 – Last day for schools to mail completed survey forms to contractor.

Parent Surveys – paper forms

February 1, 2005 – Schools can begin to send home parent survey forms.
February 23, 2005 – Date for parent survey forms to be returned to the school.
March 3, 2005 – Last day for schools to mail completed survey forms to contractor.

CONTACTS

Information about the surveys (instructions, schedule changes, master listing of survey forms ordered and school shipping addresses, etc.) is available from the Office of Research section of the State Department of Education’s website at www.myschools.com/offices/research.

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@sde.state.sc.us or 803-734-8269.



ADMINISTRATION OF THE 2005 REPORT CARD SURVEYS

CHANGES THIS YEAR

Information about the surveys (delivery delays, memos, etc.) will be posted to the Office of Research website at www.myschools.com/offices/research throughout the survey period.

TEACHER SURVEY – no changes

STUDENT & PARENT SURVEYS – The name of each school is printed on the survey forms.

GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous.
- ✓ While principals and other school administrators should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the State Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11th graders and their parents.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ Survey forms cannot be copied.



ADMINISTRATION OF THE 2005 REPORT CARD SURVEYS

MATERIALS

- Each school should receive in their shipment of survey forms the following items:
 - ✓ An envelope containing;
 1. A letter to the principal from the Education Oversight Committee (EOC),
 2. Two sets of instructions for administering the surveys, and
 3. One pre-addressed UPS Shipping Document (used to return completed surveys to contractor, freight prepaid).
 - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
 - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with “S.”
 - ✓ Student survey forms.
- If there are not enough survey forms for your school, please refer to the master listing on the Office of Research website to check the number of survey forms ordered for your school. If you did not receive your full shipment of survey forms, contact Mike Pulaski at mpulaski@mindspring.com.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.

SURVEY GUIDELINES

Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, respondents should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Students should use a pencil to complete the form.



ADMINISTRATION OF THE 2005 REPORT CARD SURVEYS

Parent Survey

Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an “S” on the outside.

- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. The use of envelopes should maintain confidentiality.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. This year, the name of the school appears at the bottom on the back page of the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the www.sctlc.com website or the State Department of Education website at www.myschools.com.
- All instructional staff (teachers, librarians, guidance counselors, speech therapists) at the school should complete the on-line teacher survey.
- The survey may be completed using any computer with internet access.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school.
- Problems with a school’s internet access should be directed to the district technology coordinator.